

## Middle School Initiative

### Moral Leadership

1. This generic lesson plan will assist you as the Chaplain/Moral Leadership Officer in conducting moral leadership for the Middle School Initiative (MSI) program.
2. The goal of this generic lesson plan is to provide a framework for future moral leadership lessons and develop our cadets toward a sensitivity and strong commitment to moral and spiritual values. This generic lesson plan was prepared on core values for Civil Air Patrol (CAP). The core values are *Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun*. In addition to the CAP core values, we have added another on the concept of values itself. This is intended to help MSI cadets understand (and explain to others) why values are so important. Topics related to our core values, for example, AIDS, Trust, Teen Suicide, and Grief and Loss, will round out the subjects for our lesson plans. Other topics of basic concern and of current relevance to MSI cadets in your school will complement this program.
3. The effectiveness of this program is best measured by the participation of the MSI members involved. Whether it is a group of first year or more seasoned MSI cadets, those participating should be involved as discussion leaders, recorders, and group members on a rotating basis. In order for this to be most effective, it is necessary for the members to be acquainted with each other and that the assigned roles are supportive of the group process.
4. While you serve in a number of roles in the MSI, your role of facilitating and guiding is primary in the moral leadership program. You should:
  - a. Select one or more discussion leaders and recorders and make certain that they and the members are acquainted with each other and with their roles in the discussion.
  - b. Select or direct the lesson plan for the session.
  - c. Introduce the theme, using *attention* statements and other experience information to stimulate thinking.
  - d. The discussion groups should be no larger than 8 to 10 members. Give each participant the handout(s) for the lesson and permit them to function according to their roles.
  - e. Permit the recorder to give a report.
  - f. Conclude by emphasizing the primary discussion points and adding any from the lesson plan that were not mentioned.

g. Use other appropriate suggestions in order that the discussion may have continuing results.

h. The entire program should last no more than 60 minutes.

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### Moral Leadership Discussion Format

- |    |   |               |
|----|---|---------------|
| 1. | Introduce the theme and use an "Attention Statement" to stimulate thought.  | 5 minutes     |
| 2. | If an appropriate film is available, introduce film briefly and show it to the group. The review is in-group discussion, if a film is used.   | 15/30 minutes |
| 3. | Group Discussion (if no film is used)   | 15/30 minutes |
|    | <ul style="list-style-type: none"> <li>• Divide group into small units of 8-10 persons.</li> <li>• Appoint a discussion LEADER and RECORDER for each unit.</li> <li>• Ask each unit to discuss the "Discussion Topic."</li> </ul> |               |
| 4. | Reassemble into one large group and give summary of discussion.   | 15 minutes    |
| 5. | Final summary and conclusions by CHAPLAIN.  | 5/10 minutes  |

NOTE: Length of program: 45-60 minutes (60-90 minutes with film)

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**PART I  
COVER SHEET**

**CAP 1, 2, or 3 SEMESTER 1 or 2 WEEK 6**

**COURSE:** Moral Leadership 1

**LESSON TITLE:** Values

**LENGTH OF LESSON:** 60 Minutes

**METHOD:** Guided Discussion

**REFERENCE:** CAPP 265-2, *Values for Living and Ethics for Command*

**AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL:**

1. *Influences on Life*
2. Discussion Leader Lesson Plan

**COGNITIVE OBJECTIVE:** To gain an understanding of the term--Values

**COGNITIVE SAMPLES OF BEHAVIOR:**

1. Describe how values shape our existence.
2. Give examples of values.

**AFFECTIVE OBJECTIVE:** Respond with interest to a guided discussion on values.

**AFFECTIVE SAMPLES OF BEHAVIOR:**

1. Voluntarily participate in discussion.
2. Provide meaningful examples of values.

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### PART II TEACHING PLAN

#### Introduction

**ATTENTION:** While we all have personal values, many values come with the role we have in our community. CAP--and the Air Force--expects all of its members to hold a set of core values.

**MOTIVATION:** What are the core values we are speaking of? (Response-*Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun!*)

**OVERVIEW:** We're going to discuss the CAP core values, what they mean to us, and how we apply these values in our everyday lives.

**TRANSITION:** Take the handout (Handout H-1) entitled, *Influences on Life* and rank the influences in order of their importance in your life, 1 being the most important and 8 the least important. (Give about 5 minutes.)

(NOTE: Select the Discussion Leader and Recorder for each group. Give the discussion materials (Handout H-2) to the Discussion Leader.)

#### Body

### PROVIDE GUIDANCE TO THE DISCUSSION LEADERS ON THE GUIDED DISCUSSION.

**MP 1** Describe how values shape our existence.

**Discuss the ranking of topics on the list of *Influences of Life*.**

(NOTE: There are no right or wrong answers to this list, only what the cadet perceives as a value.)

**Select a cadet and ask the question: What did you select as the most important influence? Why?**

**Question: Ask the question - What did someone else have as the most important influence? Why?**

**Question:** Ask the question - What do the core values of *Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun* mean to you?

**Question:** Ask the question - How do we use the core values of *Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun* in our daily lives?

**Answer to MP1 may be -** Values are what we hold as important. They are the unwritten rules we use to determine who we are. Character, for example, is who we are. Our core values shape our character.

**MP 2 Give examples of values.** (NOTE: The *American Heritage Dictionary* defines VALUE as "a principal, standard, or quality considered worthwhile or desirable.")

**Select a cadet or ask, "What do you think is an example of a value?"**

(NOTE: Look for responses such as *people* (family), *things* (CAP), or *ideals* (integrity, freedom).

**Discuss the difference between *knowing* your values and *living* them.**

**Answer to MP2 example of values -- a principal, standard, or quality considered worthwhile or desirable.**

(NOTE: Reform the group and permit the recorder(s) to give their report(s).)

## **Conclusion**

### **SUMMARY:**

1. Discuss MP 1. Describe how values shape our existence. (Values are those standards or qualities that we consider worthwhile and use as a yardstick in our day-to-day living.)
2. Recap MP 2 by using appropriate examples of values provided by the cadets.

**REMOTIVATION:** The values we live by shape who we are. Our value system is a reflection of how people see us. Certain values go with the CAP uniform - *Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun*.

**CLOSURE:** Think about how you would explain and defend your values to someone who disagrees with you. Next time you watch a movie or video, list the values and see how they match up with the core values of MSI and CAP.

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**PART III  
LESSON REVIEW**

**LESSON OBJECTIVE(S):**

1. Describe how values shape our existence.
2. Give examples of values.

**LESSON QUESTIONS:**

1. What are CAP's core Values?

Answer: Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun

2. What are some examples of values?

Answer: Honesty, Integrity, Trust, Excellence, or Freedom

**Middle School Initiative****Influences on Life  
Handout H-1**

Rank the following influences in order of their importance in your life, 1 being the most important and 8 the least important.

- |    |                         |       |
|----|-------------------------|-------|
| 1. | Family                  | _____ |
| 2. | God                     | _____ |
| 3. | Friends                 | _____ |
| 4. | Sports                  | _____ |
| 5. | Religious organizations | _____ |
| 6. | School                  | _____ |
| 7. | Civil Air Patrol        | _____ |
| 8. | Girlfriend/Boyfriend    | _____ |



**Middle School Initiative**  
**Discussion Leader Lesson Plan**  
**Handout H-2**

(NOTE: Using the following information, conduct a guided discussion on values.)

Discuss the ranking of topics on the list of *Influences of Life*.

(NOTE: There are no right or wrong answers to this list, only what the cadet perceives as the most important value.)

**Select a cadet and ask the question - What did you select as the most important influence? Why?**

**Question: Ask the question - What did someone else have as the most important influence? Why?**

**Question: Ask the question - What do the core values of *Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun* mean to you?**

**Question: Ask the question - How do we use the core values of *Integrity, Excellence, Trust, Respect, Volunteerism, Dependability, and Fun* in our daily lives?**

**Here is MP 1. Describe how values shape our existence. Ask the question – "How do values shape our existence?"**

(After discussing this question, an answer could be... Values are what we hold as important. They are the unwritten rules we use to determine who we are. Character, for example, is who we are. Our core values shape our character.)

**Select a cadet or ask - "What do you think is an example of a value?"**

(NOTE: Look for responses such as *people* (family), *things* (CAP), or *ideals* (integrity, freedom). Spend some time clarifying how the responses are values.)

**Select a cadet and ask – "What is the difference between *knowing* your values and *living* them?"**

(NOTE: Responses will vary, but could be a response such as, "Knowing your values is much easier than practicing them.")

**Here is MP 2. Give examples of values. Ask the question - "What is an example of a value?" Answer to MP2 example of values -- a principal, standard, or quality considered worthwhile or desirable such as, Honesty, Integrity or Trust.**

(NOTE: Reform the group.) Permit the recorder to give a report.